

## Language Acquisition Descriptors: CELDT Level 1: Beginning

**Key Strategy:** \* Listening! Listening! Listening! – books on tape, read-alouds, choral reading, buddy reading  
\* Beginning vocabulary is best understood and learned when taught thematically

| What Students Have  | What Students Can Do                          | What Teachers Should Do  |
|---|---|--|
| Their primary language  | Nod and shake head to answer questions        | Vocabulary Development<br>♦ Teach vocabulary using physical movement and drawings            |
| Minimal comprehension of English  | Point to objects or print                     |  |
| Minimal verbal production in English  | Sort objects into categories                  | Demonstrate personal interest and caring for students  |
| One/two word responses  | Pantomime                                     | Provide ample listening activities including daily listening center with taped picture books |
|   | Draw pictures and label drawings and diagrams | Read aloud predictable and patterned books   |
|   | Gesture to show understanding                 | Have students label and manipulate pictures and objects.                                     |
|   | Match objects or pictures                     |  |
|   | Give yes/no answers to simple questions       | Provide one-on-one time with students  |
|   | Reproduce what they hear, repeat and recite   |  |
| <b>Remember...</b><br>♦ <i>While beginning English learners can communicate only in their primary language, they are very capable of higher –level thinking skills.</i> |   |  |